DOCUMENT RESUME

ED 106 875 CS 202 084

TITLE	Do You Ever Feel As If You're Talking to a Brick Wall?
INSTITUTION	Millcreek Township School District, Erie, Pa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	26p.
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	Communication (Thought Transfer); Composition (Literary); *Composition Skills (Literary); Course Objectives; Elementary Education; *Learning Activities; *Paragraph Composition; Paragraphs; *Student Writing Models; *Writing Skills
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

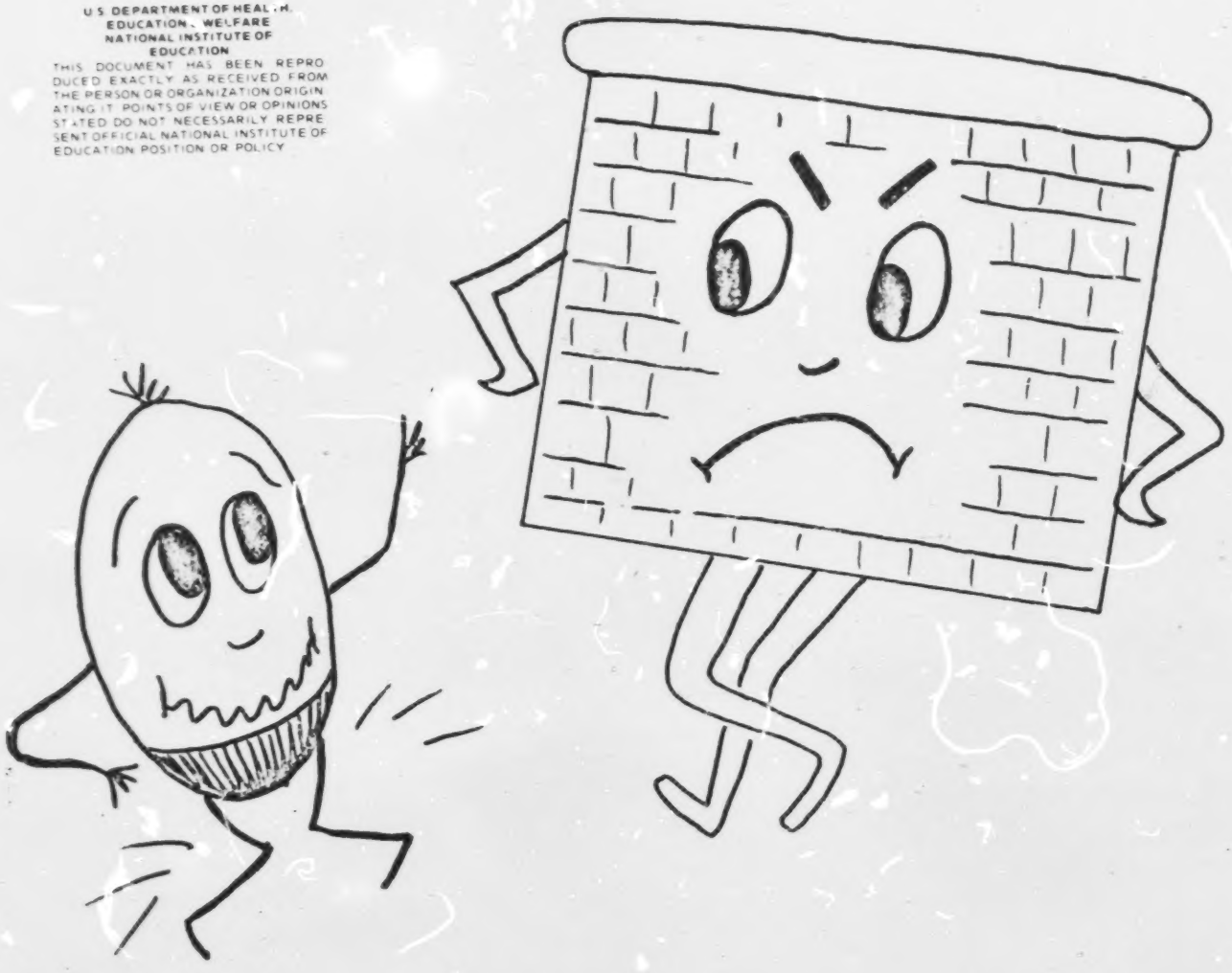
ABSTRACT

The objectives of this packet on communication skills are to teach elementary students how to organize their ideas, follow directions, correct their own errors, recognize and write a topic sentence, recognize and write a concluding sentence, recognize sentence fragments and run-on sentences, write a paragraph, and effectively communicate with other people. The following six learning activities are listed in this document: pretending to be a pirate, unscrambling a paragraph using chronological order, writing an ordered paragraph, rewriting and revising a paragraph, comparing the structure of paragraphs and sandwiches, and writing a final paragraph. (TS)

ED106875

DO YOU EVER FEEL AS IF YOU'RE TALKING TO A BRICK WALL?

U.S. DEPARTMENT OF HEALTH, EDUCATION, WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



CS 202 084

COMMUNICATIONS

E.S.E.A. TITLE III
PROJECT CONCERN
MILLCREEK TWP. SCHOOL DISTRICT

DO YOU EVER FEEL AS IF YOU'RE TALKING TO A BRICK WALL?

DO YOU HAVE A CAREFULLY GUARDED BUT SNEAKING SUSPICION THAT YOU DON'T KNOW WHAT A PARAGRAPH IS?

DO TEACHERS OFTEN INTERRUPT YOUR STATEMENTS WITH "WHAT DO YOU MEAN?" OR "WHY DO YOU SAY THAT?" MAKING YOU WISH THAT YOU HAD KEPT YOUR MOUTH SHUT IN THE FIRST PLACE?

Maybe...just maybe... you're not getting through to the outside world. Think of it! You have a whole head full of yourself -- your ideas, your thoughts and your feelings. You are unique and special. You're YOU! No one knows you better than YOU. YOU are the authority on YOU !!!

REVIEWED & APPROVED
DATE
WESTLAKE

OBJECTIVES

Upon completing this packet, you will have been exposed to the following skills:

1. How to organize your ideas.
2. How to follow directions.
3. How to correct your own errors, both by using your own resources and those of a classmate.
4. How to recognize a topic sentence and how to write one.
5. How to recognize a concluding sentence and how to write one.
6. How to recognize sentence fragments and run-on sentences and how to avoid them.
7. How to write a paragraph.
8. How to effectively communicate with other people.

The following activities are included in this packet which students indicated as important needs in Project Concern:

1. You will have the opportunity to work cooperatively with a classmate in at least three activities.
2. You have the opportunity to accept the responsibility of successfully managing and completing all activities in this packet.
3. You will have the opportunity to involve your parents in this work, if you desire.
4. You will be given the opportunity to exercise courtesy toward fellow classmates and teachers through the interview activities.
5. You will be exposed to some physical activity (other than gym class.)
6. You will be working both in and out of the classroom on this packet.
7. You will have at least three opportunities to express yourself creatively in this packet.
8. By nature of the activities you are to undertake here, the teachers exhibit a trust in you. We are confident that you can work, unsupervised, outside the classroom and do a good job.

Consider this situation:

NANCY

by Bushmiller

I'M TIRED OF EATING HOME--- I WISH WE'D EAT OUT AT A RESTAURANT
AUNT FRITZI, LET'S EAT OUT FOR A CHANGE
OKAY
THIS ISN'T WHAT I MEANT
SEPT. 26
ERNIE BUSHMILLER

Poor Nancy! She feels as if nobody understands her.

1. As Nancy says: "This isn't what I meant". What did Nancy mean?

   _____

2. Read what Nancy said to Aunt Fritzi. Now, why did Aunt Fritzi set up dinner in the backyard? _____

   Did she expect Nancy to like it? _____ Why? _____

   _____

3. What key word is missing in Nancy's request of Aunt Fritzi? _____

One word would have made Nancy's intent clear. Nancy and Aunt Fritzi had a breakdown in communication because Nancy did not send the proper signals or did not say <u>all</u> of what she felt. This breakdown is called a misunderstanding.

Do you ever feel misunderstood, like Nancy? Do you suppose that your communicating signals, like Nancy's, are sometimes unclear?

OH! OH! HERE COMES SOMEBODY ELSE

SOMEBODY ELSE can be a friend, a parent or a teacher. Whoever he is SOMEBODY ELSE wants to find out something about YOU. So, what happens? You and SOMEBODY ELSE communicate. How?

Standard Equipment

eyes, 2
ears, 2
tongue, 1
hands (to write with), 2

With this equipment YOU and SOMEBODY ELSE communicate in 4 ways:

1. Seeing 2. Listening 3. Speaking 4. Writing

For the moment, think of YOU and SOMEBODY ELSE as radios transmitting (or sending) and receiving. If YOU are receiving ideas from SOMEBODY ELSE, which forms of communication are YOU using? _____ and _____. If you are transmitting an idea to SOMEBODY ELSE, which of the 4 communicative devices would you use? _____ and _____.

Good! Well that's pretty simple! All YOU have to do to communicate your ideas to SOMEBODY ELSE is grab a piece of paper and start writing or open your mouth and start talking.

IT'S A SNAP!!!

...or is it...?

TRY A TREASURE HUNT

I COPIED FROM AN ADVERTISEMENT
FOR ART INSTRUCTION SCHOOLS, INC.
500 SOUTH FOURTH ST.
MINNEAPOLIS, MINNESOTA 55415

BACKGROUND: ACTIVITY I

The year is 1761. You are a pirate... a very old, very tired pirate. You have decided to quit this seafaring business and settle down to enjoy life. Since you are so exhausted, you decide to send your trusty first mate, Starbuck, to dig up all the treasure you have stolen over the years. Now, Starbuck is a good, loyal first mate, but he's not too smart. In fact, he can't even read a map! So, the directions you write down for him must be very clear.

PROCEDURE:

Let's pretend that the hallways and stairwells of Westlake are the Black Forest. And it is deep within this forest that you have buried your treasure, hidden well so that no passerby would find it.

1. Choose a hiding place for your treasure in the hallways or stairwells. (Please avoid all fire extinguishers and fire boxes.)
2. Before you can write down clear directions for Starbuck, you will have to follow the path to the treasure yourself. Get a pass from the teacher for this purpose. Be sure to take a pencil and paper with you and write down all the steps in your directions.

For Example:
1. Go out the door (Be sure to tell which door; there are two in this room.)
2. Turn left

....and so on. Be sure to number each step.

3. When you return, review the steps. Are they clear? Have you left any out? Are they in the right order? If not, improve them. If so, go on to number 4.
4. Rewrite your list of steps so that each step is a complete sentence. (Note: If you are not sure what a complete sentence is, you can find an explanation and some examples in Warriner's English Grammar and Composition, Book 7. Turn to page 3.)
5. Have a teacher check your list to insure that all items are in complete sentence form. If the teacher approves your list, proceed to number 7. If the teacher does not approve your sentences, have him write on your paper whether they are fragments or run-ons. Then do number 6 before going on.
6. FOR SENTENCE FRAGMENTS: Read page 97 and 98 in Warriner's book. Do exercise 1 on page 99. The correct answers are on the last page of this packet.

   FOR RUN-ON SENTENCES: Read pages 103 and 104 in Warriner's. Do exercise 6 on page 104. The correct answers are on the last page of this packet.

Now, rewrite your list of directions in complete sentence form. Have your teacher check it. If you still do not understand sentence fragments or run-on sentences, ask your teacher to help you.

7. Now your directions are all ready for Starbuck! Allow yourself at least 20 minutes of a class period for the complete treasure hunt.

Follow this procedure:

A. On the following page is your "treasure chest". Detach this page. Notice that there are also 2 hall passes on this page. One is for you to be excused to put your treasure chest in its hiding place. The other pass is for Starbuck to go in search of the treasure. Fill out the information on both passes and have a teacher sign them.

B. You leave and hide your treasure chest.

C. Upon returning, choose a classmate to be Starbuck. Give him the pass and your list of directions. DO NOT SAY ANYTHING MORE TO HIM!

Exit: Starbuck.

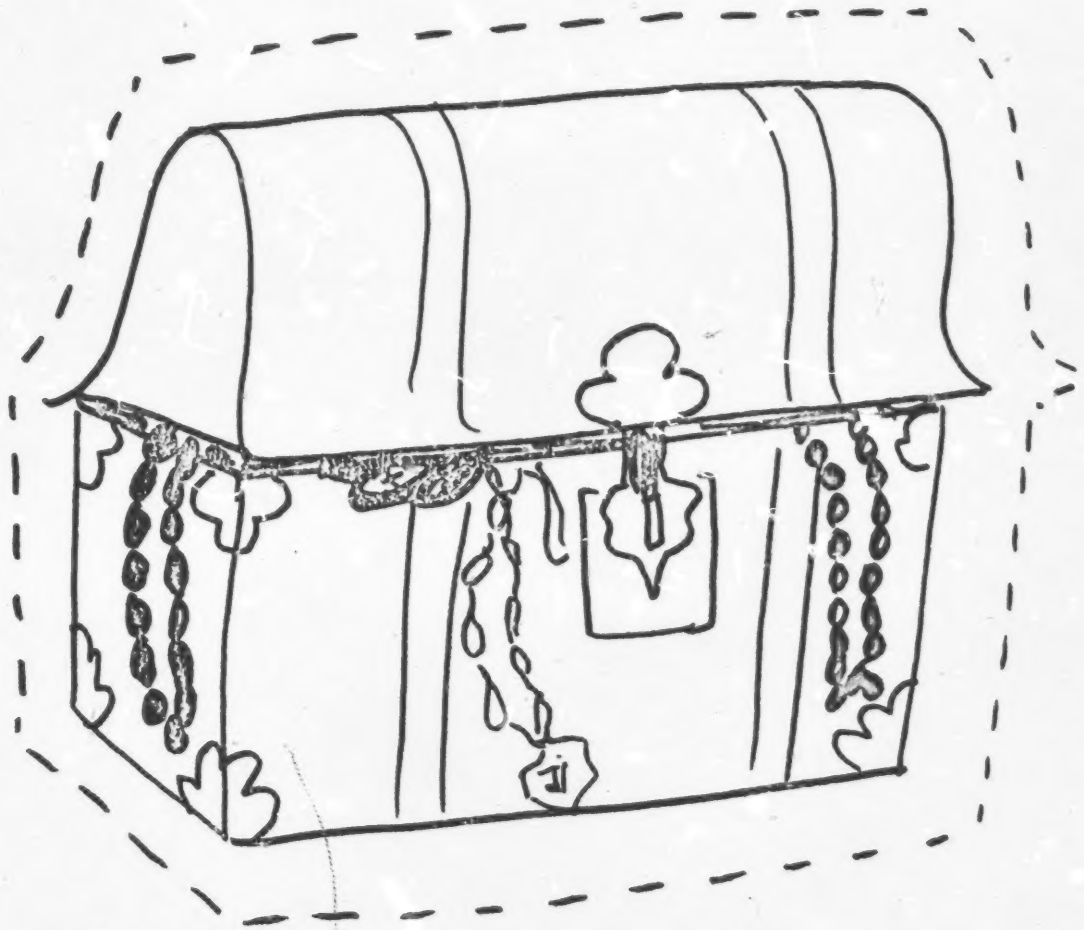
D. When Starbuck returns, discuss the following with him or her:

1) Did he reach the treasure?

2) Did he find any of your directions confusing? If so, have him tell you how he would change the directions to make them more clear.

And so, now that you have recovered your treasure from the deep, dark recesses of the Black Forest, you can turn over your creaking and water-sodden pirate ship to Starbuck and go relax on the French Riviera. (Not for long, though... only 'til you TURN THE PAGE).

PLEASE CUT ON DOTTED LINES



HALL PASS
FOR
STARBUCK

Alias _____

From room _____

Date _____

Purpose: TREASURE HUNT!

Signed: _____
Teacher

HALL PASS
FOR
TIRED PIRATE

Alias _____

From room _____

Date _____

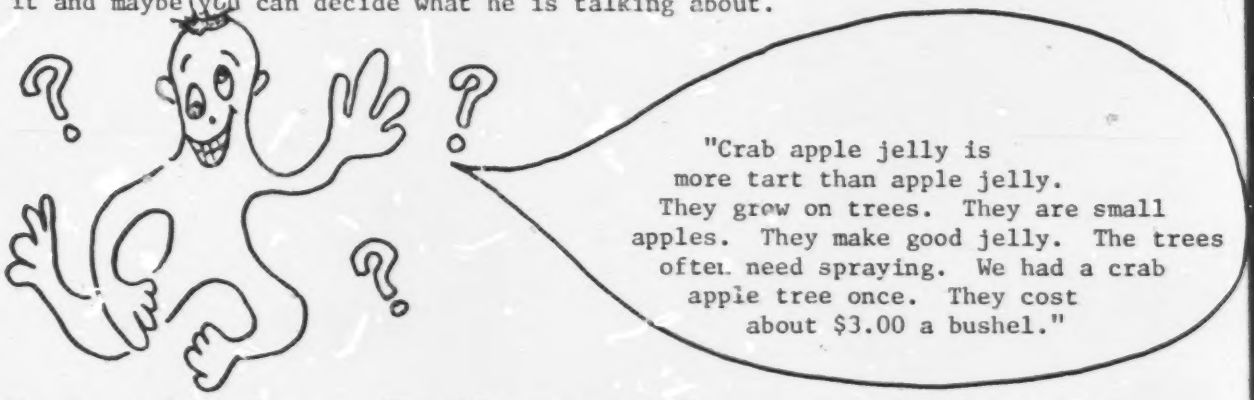
Purpose: TO HIDE TREASURE!

Signed: _____
Teacher

MEET MR. SCATTERBRAIN !!!!

ACTIVITY II

He want to tell you something about...well, ah...er...oh, read it and maybe you can decide what he is talking about.


"Crab apple jelly is more tart than apple jelly. They grow on trees. They are small apples. They make good jelly. The trees often need spraying. We had a crab apple tree once. They cost about $3.00 a bushel."

Mr. Scatterbrain has a real problem. He is trying very hard to tell us something, but he's just not communicating clearly. His wires are certainly crossed. Why? Because he's disorganized!! Let's see if we can help him out.

PROCEDURE: 1. In the form below, list the facts Mr. Scatterbrain gives us in the proper column.

The Crabapple trees	The Crabapples and jelly

3 HOOK, J.N. THE TEACHING OF HIGH SCHOOL ENGLISH. THE RONALD PRESS CO., NEW ~~JERSEY~~ YORK, 1959.

2. Good! Now, read over the column under apples. Which statement about the crab apples is the most general? (This means which statement could apply to just about any of your average run-of-the-mill apples.) Write that down in the space provided in the chart below.
3. Now, list the 2 specific facts that apply to crab apples. (Do not write down any fact which talks about jelly.)
4. The facts left under the crab apples column should all be about jelly. (If they are not, you are in deep, dark trouble - better try again.) From the 2 that are left, pick out the most general statement about jelly. Write it down. Under this, place the other more detailed fact about crab apple jelly.

THE CRAB APPLE AND CRAB APPLE JELLY CHART

The most general statement.	
A specific fact about crab apples	
A specific fact about crab apples	
A general statement about jelly	
A specific statement about jelly	

ALL THE FACTS ARE IN !!

Let us see what happened with the crab apple list. You have organized Mr. Scatterbrain's ideas for him. HOW?

FIRST: You separated his two subjects, trees and crab apples. Mr. Scatterbrain confused his paragraph by talking about two things at once.

SECOND: You listed his ideas about crab apples in a logical fashion from general to specific. The statement "Crab apples grow on trees" at the top of your list is obviously more general than "They cost $3.00 a bushel", which is a specific fact.

GENERAL TO SPECIFIC is just one way of organizing ideas. Another good way to organize is by CHRONOLOGICAL ORDER (the order in which things happen). When you made a list of directions for Starbuck to follow in finding the pirate's treasure, you used CHRONOLOGICAL ORDER.

You have already logically organized ideas using two different methods. General to Specific and Chronological.

ACTIVITY III

Now that you've helped Mr. Scatterbrain organize his ideas, let's try your own!

PROCEDURE:

1. Think of something that really bugs you; something that you really hate. Everybody has a "pet peeve". What's yours?

2. In the space below, list all the reasons why you dislike your pet peeve. Think of everything you can that is bad about it. Don't worry about organizing now--just write down the ideas as fast as they come.

SPACE FOR LIST OF REASONS

3. Now, look at your list. Do all the items fit into the category "Why I dislike _____"? Cross out any that do not fit.

4. Remember the way you helped Mr. Scatterbrain organize his ideas logically? Now, you will organize your own ideas in the same way. Look carefully at your list. Are there several items which you could group together which have something in common? (Recall that for Mr. Scatterbrain we separated his ideas into 2 groups: those concerning trees and those about apples and jelly.) So, organize your reasons under categories or groups. Make your own chart if it will help. A space for this is provided below:

SPACE FOR ORGANIZING YOUR REASONS INTO CATEGORIES

5. The next step is to decide which group of reasons you wish to talk about first, then which group you will mention second, and so on.

ALL ORGANIZED? THEN LET'S WRITE A PARAGRAPH!!

ACTIVITY IV

PROCEDURE:

1. Begin your paragraph by telling us what you are talking about. For example: "My pet peeve is..." or "_____ is the one thing that really irritates me". Create an opening sentence that best fits your own subject.
2. Now, referring to the list of reasons which you already organized-- WRITE. Just let yourself go and tell us all the reasons why you do not like your pet peeve. Be sure to keep your reasons in logical order. (It might be a good idea to write the first copy of your paragraph on a separate sheet of paper. Save the space provided on the next page for your final copy.)
3. WHEN YOUR PARAGRAPH IS FINISHED, choose 2 classmates and ask each to read your paragraph individually. (Don't have them read it together). When each one has finished, ask him the following questions:
   A. Do you understand why I dislike my topic?
   B. Are my reasons clear? Can you understand them? (If not, ask them to point out any confusing places in your writing and make a note of it.)
   C. Do you think my reasons are given in the right order? (If they don't, ask them how they would rearrange your reasons.)
   D. Do you see any spelling errors or mistakes in grammar. (If so, have them correct these for you).

4. Now you have 2 other opinions on your paragraph, and some suggestions, too! Rewrite and change anything that is necessary. Now, copy your final paragraph into the space provided below.

SPACE FOR FINAL COPY OF YOUR PARAGRAPH

5. Have a teacher read your final paragraph. Ask your teacher the same questions you asked your classmates. (on page 12) Listen carefully and remember any suggestions the teacher makes. If you do, your next paragraph may be an even better one.

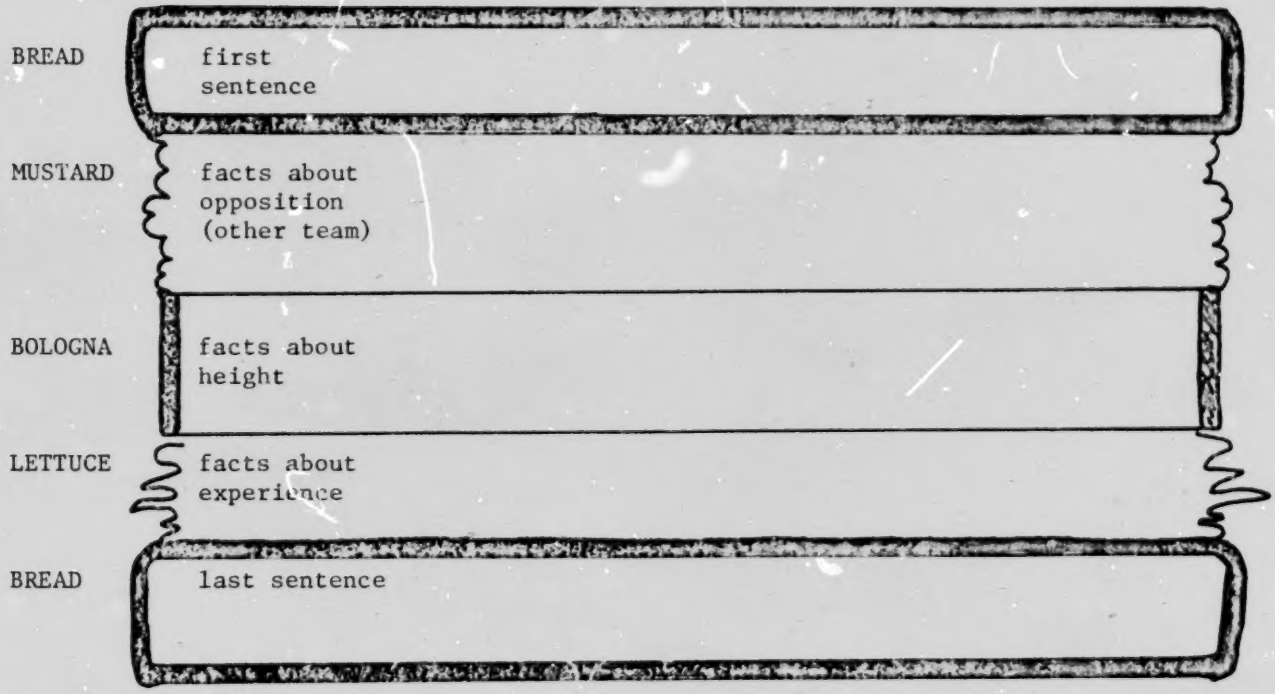
DO NOT REWRITE THIS PARAGRAPH. You have worked long and hard on it. Let's go on to something New and Different.

ACTIVITY V

SANDWICHES!!!? What, you may ask, do sandwiches have to do with paragraphs? Let us investigate.

PROCEDURE: 1. Get a copy of Composition: Models and Exercises (in this room on the ledge). Turn to page 43 and read the paragraph entitled "Our Basketball Team". Fill in the following chart:

A SANDWICH CHART



2. Look at this chart. Do you see the sandwich? Notice how in a good paragraph, as in a good sandwich, the meat is in the middle where it belongs. All the real information that this basketball player had to tell us is in the middle of this paragraph. The bread, or the first and last sentences hold the paragraph sandwich together.

4 Nonan, Desmond J. COMPOSITION: MODELS AND EXERCISES.

19 HARCOURT, BRACE AND WORLD, INC. NEW YORK. 1965.

Without this "bread", your paragraph sandwich would be reduced to a naked slice of bologna, protected only by a limp lettuce leaf.

3. And what would a sandwich be without bread, right? For example, look again at that basketball paragraph in the book. Cover the first sentence with your finger. Now, read the paragraph.

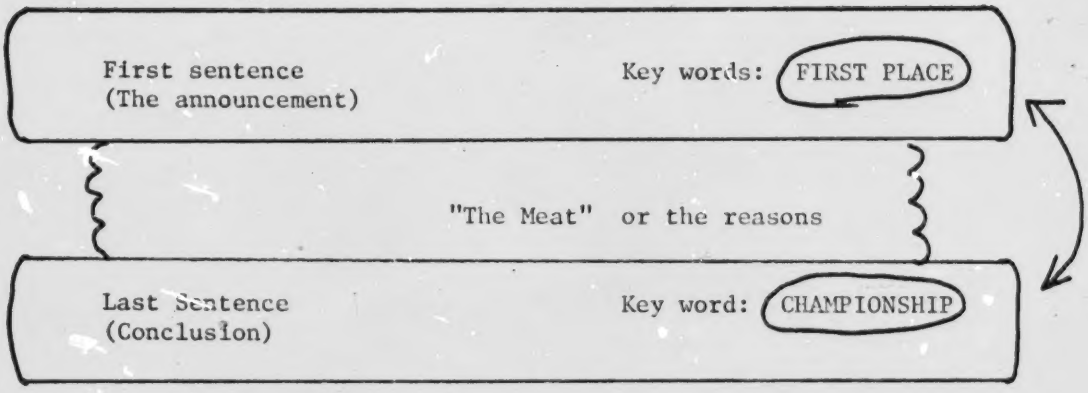
It really jumps in there, doesn't it? We don't even know for sure what he's talking about. Just as bread makes a difference in the sandwich, so does the first sentence make a difference in a paragraph.

The first sentence (sometimes called a topic sentence) is like an announcement. It tells us what the writer is going to talk about. In this case, the basketball player is announcing that he will talk about the school basketball team taking first place.

4. The bottom slice of bread, or the last sentence, is important, too. It concludes or finishes the paragraph. Reread the last sentence in the paragraph "Our Basketball Team". The writer states that his school team will walk away with the championship.

NOTICE ANYTHING?

Here is what you should notice:



The writer really repeats the same idea in the last sentence that he told us in the first one. Why? Well, did you ever pick up a sandwich without that bottom slice of bread? Pretty messy, isn't it? The same thing is true of a paragraph. Without the concluding sentence, the sentence at the end which repeats the main idea, a paragraph falls apart. All that is left is the first sentence, (the announcement) and a bunch of reasons. There is no ending. It is not finished without the last, concluding sentence.

5. Your question: Does the concluding sentence always have to exactly repeat the idea in the first sentence?

   The answer: No. Although it is the easiest method of concluding a paragraph, there are others. Get a copy of Warriner's English Grammar and Composition 7 from the ledge. Turn to page 283 and read paragraph 1 (bottom of page).

Answer the questions on the following page.

warriners, p. 283.

1. Does the last sentence repeat the first one? _____

2. Is there <u>any</u> connection between the two sentences: _____

3. What is the connection? _____

_____

THIS IS IT!!

THE LAST PLATEAU !!!

ONE MORE STEP AND YOU HAVE PROVEN YOURSELF

TO BE A

"MINI-MASTER" of

communicating through paragraphs

ACTIVITY VI

Now is the time for you to use all of the skills you have worked with in this packet. This will be your final, and BEST paragraph!

PROCEDURE:

1. Choose a topic which you know something about and are interested in. (If you are stuck for ideas, refer to any of these:
   English Grammar and Composition, (Warriner) page 291
   Composition: Models and Exercises, pages 40,39,42.
   ~~Modern Composition, pages 73 and 74~~
2. Make a list of all the things you want to say about your topic. Number the list.
3. Organize your list first by picking out the main ideas. Make a chart as you did to help Mr. Scatterbrain. Then list the less important ideas or details under the main heading with which they fit.
4. Decide in what order you will present the main ideas.
5. Develop a good announcement of your topic which will be your first sentence. (your topic sentence)
6. Write the middle or body of your paragraph. This is the place to put all those ideas that you have on your organized list. (Remember the sandwich? This is the meat - - so say something.)
7. Develop a good concluding sentence for your paragraph. Wrap it up! Finish it!

6. I Did., p. 291.
7. Noname, p. 40-42.

8. Reread your work with the following in mind:
   A) Does it read smoothly?
   B) Is it organized logically?
   C) Is the spelling correct?
   D) If you use "he" or "they" or "them", do you identify these people in your paragraph so that your reader will know who "he" is?
   E) Do all of your sentences begin with a capital letter and end with a period?
   F) Do you have any sentence fragments (incomplete sentences) or run-on sentences:
9. When you have finished your corrections, begin searching the room for the smartest kid in English you know. Request that he read your paragraph, checking all of the above points. Make any changes you feel are necessary.
10. OPTIONAL; Ask one of your parents to read your paragraph, checking for any errors.

Is that paragraph letter perfect? Are all corrections made? is it a super terrific job that will make your friends cringe with envy?

Then - - copy it over as neatly as you can on the next page. FILL IN YOUR NAME where designated in the title.

_____'s SUPER-TERRIFIC PARAGRAPH

CONGRATULATIONS! You have completed this packet. And you know what else? If you just remember to think ahead and plan your thoughts - - YOU should never have trouble communicating your ideas, your special YOUNESS, to anyone ever again !!!

YOU

ANSWERS TO EXERCISES ON SENTENCE FRAGMENTS AND RUN-ON SENTENCES

(from page 5 of packet)

EXERCISE 1, Page 99. (Warriner's English Grammar and Composition)

1. S
2. F - there is no subject and verb. It is just a phrase as it stands. You could add I was hunting for my wool scarf.
3. F - there is no verb. What about Mr. Primble?
4. S
5. S
6. F - incomplete thought. Doesn't say what will happen if the snow blocks the driveway.
7. S
8. F
9. S
10. S
11. F - there is no subject and verb (to see is not a verb, it is an infinitive). Even if you don't know the terms, you can see that there is no complete thought. It should read "I was hoping to see a star fall".
12. S
13. F - what about it? This sentence has no verb.
14. S
15. F - same as 2
16. F - same as 2
17. S
18. F - If you just said "I hear his voice", it would be a complete sentence. But adding whenever on the front leads us to believe something else will be said. So, it's an incomplete thought.
19. F - same idea as #18, except since is used rather than whenever.
20. S

EXERCISE 6, Page 104. (Warriner's English Grammar and Composition)

1. Poland. My
2. soon. He
3. plane. Certainly
4. eight? I
5. tree. It
6. school. She
7. flat. He
8. potatoes. She
9. power. Finally
10. window. She